DOCUMENT RESUME

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TITLE	Individually Guided Social Studies (Leadership Series in Individually Guided Education). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
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DESCRIPTORS	*Class Management; Elementary Secondary Education; Grouping (Instructional Purposes); *Individualized Instruction; *Inservice Teacher Education; Instructional Materials; Protocol Materials; *Social Studies; Student Evaluation; *Validated Programs
IDENTIFIERS	*Individually Guided Education

ABSTRACT

The instruction unit described is designed for undergraduate and graduate preservice students and for inservice teachers who wish to improve their skills in implementing individually guided social studies programs. The contents of the textbook used in the unit are listed. Also included in this descriptive report are a history of the development of the program, a brief discussion of activities and resources involved in the program, and ordering information on materials. A critique of the course is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INDIVIDUALLY GUIDED SOCIAL STUDIES (Leadership Series in Individually Guided Education)

Publication Date(s): Copyright 1976

Intended Users: The developer states that the material was designed for undergraduate and graduate preservice students and for in-service non-credit teacher education of social studies teachers. Administrators would also benefit.

Grade Level(s): K-9

Number: Group

Primary Focus: The program intends to increase understanding of individually guided social studies programs, to provide information and to improve the skills of teachers implementing these programs.

School subject(s) and/or inservice topic(s) covered: The inservice topic covered is individually guided education. Subtopics include objective-based social studies instruction, evaluating student learning, grouping students for instruction, managing an individually guided social studies program, identifying and using instructional material.

The school subject under discussion in this product is social studies. The filmstrip and tape stress self-awareness, educational awareness, and career awareness.

What participant does in using the materials:

The group watches two 20-minute filmstrips which are accompanied by cassette tapes. Discussion follows viewing of these and a 17-minute film. A textbook is read by the participants; each chapter has accompanying activities and evaluation exercises which the instructor will administer. The group meets as a whole but will be divided into subgroups for many of the activities. It is suggested that the group could meet each week for 3-5 weeks or each day of one week. It is recommended that sessions take approximately one hour to complete.

Resources:

The product consists of one textbook, one Instructor's Manual, two filmstrips, two cassette tapes and a guide to the tapes. The Instructor's Manual gives detailed directions for use by an experienced workshop leader. A large room for group meetings, filmstrip and film projectors, projection screen, and cassette tape player are needed for program implementation. The textbook is 290 pages; the Instructor's Manual is 88 pages. Each filmstrip requires 20 minutes viewing time; the film is 17 minutes long. Each component is ordered separately.

Describer critique:

This is a well-designed product. The Instructor's Manual follows the textbook step by step. The textbook is clearly written with a summary and reference list for each chapter. The filmstrips and cassette tapes are technically very good, although both tapes depict the same school situation and people, and some of the information is repetitive. The film is technically good and presents a clear demonstration of an individually guided program.

SS40 (SS) individualized instruction - (SS) assessing student growth - (II) performance objectives - (II) classroom management - (II) materials TD

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1.0 PURPOSES:

Rationale

The emphasis of this product's developers is on improving the quality of education, and they state that "bringing individually guided education, a new approach in education, to an ever increasing number of students provides the focus for many of these . . . efforts."

Goals

The editors state in the preface to the textbook that, "The primary purpose of this book is to help teachers to gain competence in implementing individually guided social studies. It is designed to provide present and prospective teachers the understandings, skills, and attitudes to plan and to teach social studies in a multiunit school."

Objectives

According to the editors, "This textbook has been organized to help teachers to teach social studies using instructional programming for individual students. The first chapters emphasize objective-based social studies instruction. Special emphasis has been given to instructional objectives, assessment techniques, grouping patterns, management strategies, and instructional materials."

2.0 CONTENT — Scope and Sequencing of Topics:

Textbook:	Individually Guided Social Studies	290 pages
Contents:		
Chapter 1.	The Need for Individually Guided Social Studies	28 pages
Chapter 2.	Objective-Based Social Studies Instruction	29 pages
Chapter 3.	Evaluating Student Learning of Social Studies	28 pages
Chapter 4.	Grouping Students for Instruction in Individually Guided Social Studies	32 pages
Chapter 5.	Managing an Individually Guided Social Studies Program	37 pages
Chapter 6.	Identifying and Using Instructional Materials	39 pages
Chapter 7.	An Example of the Instructional Programming Model in Social Studies	23 pages
Appendix A	Social Studies Objectives for Minnesota State Assessment	17 pages
Appendix B	Occupational Clusters	25 pages
Appendix C	A Selective List of Reference Books for AV Materials and Simulation Games	5 pages
Author Index		
Subject Index		
Instructor's Guide for Individually Guided Social Studies		88 pages
Guide for two filmstrips dealing with Individually Guided Social Studies		26 pages
Film - "Children Learn Social Studies"		17 minutes
Filmstrips and cassette tapes to be used together:		
1.	"Objective-Based Social Studies Instruction"	20 minutes
2.	"Managing Individually Guided Social Studies Instruction"	20 minutes

A pretest is suggested which will serve to indicate whether or not all of the material must be covered. In general, the material is meant to be used sequentially and in its entirety. There are no stated prerequisites for the use of this product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

The Instructor's Manual lists for each chapter the following: chapter objectives, illustrative detailed objectives, suggested activities, suggested evaluation procedures. In general, the group reviews the material or watches the filmstrips or film, engages in discussion with other members of the group, and then does whichever activities the instructor chooses for the group.

Many of the activities entail breaking into smaller groups then reporting back to the larger group the results of the subgroup activities. Since the material may be used either as primary or supplementary material in a course, the amount of time spent on the product will vary. It is suggested that the group might choose to meet every day for 3-5 days, once a week for 3-5 weeks, or once a month for a semester. These three alternatives apply particularly to inservice non-credit work.

3.2 Help given in use of product:

An Instructor's Manual is provided with the product. It is very explicit in giving directions to the instructor for each chapter. However, because so many different teaching techniques and small and large group techniques are involved, the instructor should be experienced in conducting workshops of this nature.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are pre- and posttests for use in performance/competency-based programs. Each chapter of the Instructor's Manual includes evaluation procedures. The use of these procedures is decided by the instructor. It is suggested that with some groups just a final test would be appropriate. In that case, it is recommended that a question from each chapter be included to assure mastery of the entire program.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The film is 17 minutes long. Two chapters are accompanied by filmstrips with audiotapes (20 minutes). Presumably the chapters would be discussed in sessions of at least one hour each. A room large enough to accommodate the group as a whole and to allow the group to break up into smaller groups is needed.

A filmstrip projector, film projector, projection screen, and cassette tape player are all needed.

A qualified instructor is needed.

5.2 Distributor name/address:

Addison-Wesley Publishing Company, Inc.
Reading, Massachusetts 01867

(617) 944-3700

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INDIVIDUALLY GUIDED SOCIAL STUDIES (Leadership Series in Individually Guided Education) includes:				
book - Individually Guided Social Studies	$5.95 (educational discount 10%)	–	1/participant	yes
2 filmstrips	$15.00 each	–	one	yes
film - "Children Learn Social Studies"	$240.00	$35.00	one	yes

Note: When ordering, request each component separately.
The Instructor's Manual is provided free of charge with the book, but must be requested.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by: IGE Teacher Education Project, School of Education, University of Wisconsin at Madison.

Herbert J. Klausmeier is the series editor and project director. William Bechtol, Southwest Minnesota State College, and Anthony E. Conte, New Jersey State Department of Education, were text writers.

Both writers have many years experience in social studies education and individually guided education. They have developed materials for teachers and for children.

6.2 How developed and when:

The development of the material was funded by a grant from the Sears-Roebuck Foundation to the University of Wisconsin. The material is based on the knowledge and experience of the authors. It was field tested at various stages of the writing--both in college settings and in various inservice programs.

6.3 Evidence of effectiveness with users:

The project staff provided no results of the field testing conducted with the product. However, the developers have been involved for several years in researching, creating and evaluating IGE programs.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product seems to be appropriate for meeting the objectives stated at the outset. The product is adaptable for any group interested in the subject of social studies--or interested in learning about individually guided instruction.

The technical quality of the product is excellent. The filmstrips are clear and interesting. The voices change often, adding to the interest factor of the product. The color is very good. The children sing on the tape and the effect is rather pleasant, and not overpowering. The cassette and filmstrips have both manual and automatic advance mechanisms. The film is also technically excellent.

Content accuracy/social fairness/community acceptance issues:

The subject matter seems to be factually accurate and current. The tape that deals with teaching social studies in Syracuse, New York, would be appropriate in giving ideas to teachers in any urban setting. There appear to be no ethnic or sex biases in the product. The teachers represent a cross section of racial and ethnic groups.

There seems to be no controversial content.

Overall summary/comment:

One of the main strengths of the product is the layout of the textbook (each chapter starts with objectives and is followed by discussion, ending with a summary and a reference list.) The Instructor's Manual is quite complete; the filmstrips and tapes are technically very well done--they clearly present the material and explain exactly what the teacher is trying to accomplish. It might be more productive if both tapes were not so similar--same teachers and students, same school, same format--but generally the product is very attractive.

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